## Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

## The Art of Annotation: To annotate is “To furnish (a literary work) with critical commentary or explanatory notes; gloss” (dictionary.com).

DO YOU FALL ASLEEP WHEN YOU READ? Annotate instead! When you read, you must keep yourself occupied. Reading can be a passive act; therefore, our bodies relax to the point of sleepiness. It gets to the point where we just skim words and don’t understand the reading. Come test day, we don’t remember anything! Stay engaged and awake by highlighting or underlining important words, lines, and passages, then writing comments that explain why these are important. It is also appropriate to write questions and make connections. **This is the art of annotating**. There are different levels and styles of annotating. Eventually, you will develop your own methods. However, during this class, these are the expectations for annotating a literary work, as long as it is YOUR copy. If we are reading from a book that belongs to the school, you will need to complete your annotations on sticky notes.

**SUGGESTED MATERIALS:**

* PEN/PENCIL
* DIFFERENT COLOR HIGHTLIGHTERS (for some people it is helpful to assign different colors for each element, i.e., pink for conflict, yellow for characters/characterization, green for point of view, etc.) HOWEVER, don’t just underline or highlight—**WRITE COMMENTS!**
* STICKY NOTES OR FLAGS (for books that don’t belong to you)

**INCLUDE THE FOLLOWING AS PART OF YOUR ANNOTATION AND USE DIFFERENT MARKING TECHNIQUES FOR EACH OF THESE TYPES OF ANNOTATIONS**:

1. **Unfamiliar vocabulary**—make sure to look up the unfamiliar words in a dictionary; be sure you understand the meaning of the word in the context of the passage you are reading. You may even want to look up words you know since often words have multiple meanings and could have a double meaning in the passage or poem.
2. **Confusing lines and/or passages**—write a comment next to the passage that explains why the passage is confusing.
3. **Interesting lines and/or passages**—write a comment next to the passage that explains why the passage is interesting.
4. **SOAPStone:** Look for passages that answer the following questions. Then write a comment in the margin answering the question.

|  |  |
| --- | --- |
| **S** | Subject: What is this about? Be specific. Characters/people involved? |
| **O** | Occasion: When is the story taking place? What is the social context? Why was this written? |
| **A** | Audience: Who is the intended audience? Narrow it down. |
| **P** | Purpose: What is the author’s intended message or outcome? |
| **S** | Speaker: Who’s telling the story? Point of view/ narrator. What kind of person is he/she? Is he/she a credible source of information? |
| **Tone** | Tone: Author’s attitude towards subject. Funny, sad, reflective, serious, angry…. |

**5. Personal Connections**

Mark passages that cause a reaction—these will be passages with which you agree or disagree or to which you can relate. Write a comment about your reaction.

**6.** **Symbolism**

What images become symbolic? What is repeated or used in a unique way? Highlight and write a comment about what you think it symbolizes and the significance to the poem or passage overall.

**7.** **Structure**

Especially with poetry. What is unique? What effect does line structure have on the reading/plot/mood of the piece?